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ABSTRACT

The experimental program in teacher education at Indiana State University was divided into four phases. Phase I, Course Introduction, pursued ideas of concept teaching, lesson plan formulation and lesson critiques. Phase II was devoted entirely to peer teaching. Prelesson planning and postlesson discussion augmented the one class hour each student had to teach in his specialty. Phase III was devoted to nonteaching skills, and Phase IV was aimed at nonteaching majors. In the future the program will continue operating as an experimental program. (JA)

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# AN APPROACH TO PERFORMANCED BASED TEACHER EDUCATION

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by

Kenneth T. Henson, Coordinator

Pre-Student Teaching Experiences in Secondary Education

Indiana State University

". . . The ideal teacher . . . is a myth."[1]

"Not only do we not know what a teacher should do; we don't know what students do. What goes on in class is not what teachers think."[2]

"The more (schooling) we get the less education we will get."[3]

"What are the qualities of the effective teacher? For over a half century, attempts have been made to find the answer to that question, but there are still no criteria upon which common agreement has been reached."[4]

"The non-academic outcomes of schooling should be given greater weight than they presently are."[5]

Such comments as these do little to encourage capable students to enter the teaching field; however, each was taken from a contemporary book currently being used to train teachers; and each contains some truth. Our teacher education programs are often as shaky as these expressions might suggest. In methods courses, we often talk about the skills which aid the good teacher. We have students read about teaching methods. What we usually do not do is demonstrate the use of these skills in our teaching and provide students opportunity to use those which we acclaim are important.

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[1]Grambs, Jean D., Carr, John C., and Fitch, Robert M. Modern Methods in Secondary Education. New York: Holt, Rinehart, and Winston, Inc., 1970.

[2]Holt, John. How Children Fail. New York: Pelican Books, 1971.

[3]Goodman, Paul. Compulsory Miseducation. Great Britain: Penguin Education Specials, 1971.

[4]Alcorn, Marvin D., Kindler, James S., and Schunert, Jim R. Better Teaching in Secondary Schools. New York: Holt, Rinehart, and Winston, 1970.

[5]Silberman, Melvin L. The Experience of Schooling. New York: Holt, Rinehart, and Winston, Inc., 1971.

The following is an experiment with accountability in the methods and media courses at Indiana State University. Caution was taken to avoid letting the teacher set objectives, and thus limit the students' achievements.[6] Since the use of behavioral objectives always necessitates consideration for the need for flexibility, the behavioral objective is thought of and used as a minimal standard beyond which the student is encouraged to go in both depth and scope.

## Phase I: Course Introduction

| Program Objective | Experience |
|---|---|
| Development of an informal, personal atmosphere. | Introduction of professor and class members complemented by name cards and photographs, continuing into the following weeks. A few minutes are reserved each week for informal rapping. |
| Identification of important teaching skills. | Observation of a full one-hour lesson. Students identify and list important skills. During following lesson, skills from individual lists are combined and discussed. The resulting list is compared to a previously developed list which the professors feel important. Duplications are noted and omissions are discussed, resulting in a refined list of important teaching skills. |

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[6]Merryman, Edward. "Behavioral Objectives: Some Consideration," Supervisors Quarterly, Vol. 5, No. 3, Spring, 1970. p. 6.

| Program Objective | Experience |
|---|---|
| Familiarization with concept teaching. | Introduction of concept teaching model including these steps:<br>1. Establish a need, i.e., lead students to convince themselves of importance of lesson to them--help them discover how they can use the lesson.<br>2. Identify four or five concepts--those needed most to understand the lesson.<br>3. Present Concepts--using creativity in developing understanding of each concept.<br>4. Assign Task--which will require each student to use the concepts.<br>5. Summarize--quickly rebuild the main four or five concepts. |
| Developing awareness of different types of lesson plans. | Using a laboratory setting, each of four groups is provided a different type of lesson plan to examine according to its format, utility, and major parts. Near the end of period the major parts of the plans are identified and discussed in terms of their utility. Each student decides which parts are essential to him, i.e., which would assist him in teaching as he would teach. |
| Formulating a class structure for peer teaching. | Peer teaches as he would to high school students. Peers assume the role of secondary students and react accordingly. Teacher begins by identifying the subject and class lesson. From then on lesson proceeds exactly as would a high school lesson. |
| Formulating a system for critiquing lessons. | Each student is presented with a copy of the list of skills (previously developed in class). He is encouraged to use this list to begin his observation of the peer teaching and to extend his comments beyond this list to include all teacher behaviors which facilitate or prevent clear understanding of the lesson.<br>Throughout the lesson each student operates in dual roles. He is both a secondary student and a teaching critic. During the hour he makes written comments about the teaching methods. Just ten minutes prior to the bell the lesson ends and the individual written comments are handed to the professor and peer teacher who examine the written critiques. The four groups pool and discuss their comments. An oral report is given by each group. |

| Program Objective | Experience |
|---|---|
| Professor assistance to improve lesson. | At the end of each period the peer teacher takes written individual comments home and compiles a list of the most frequently occurring suggestions. Following the next lesson the peer teacher and professor have an individual tutorial to discuss these suggestions. |

Phase II: Peer Teaching

| Program Objective | Experience |
|---|---|
| Achieve an attitude change (student---→teacher) | Each student is provided one class hour for teaching a lesson in his subject area specialty (His lesson is planned to run for 35-40 minutes, leaving 10 minutes for critiquing of his lesson.) By reserving the full hour for each student the effect is that he views this as his day. Everything goes toward making this first lesson a successful experience for him. Hopefully he will feel that he was successful and yet will realize ways to improve the lesson for future use. |
| Employ Teaching Skills | Prior to any peer lessons the peer teacher has discussed the class list of important teaching skills. During the days just preceding his lesson he has identified those skills which he expects to be difficult for him. In a pre-teaching tutorial the professor suggest ways to assure proper use of those skills. Within the next two days, following the lesson, the student and professor will hold a post-tutorial to discuss how the student used these skills and how he can improve their use. |
| Employ A.V. Skills | By linking the methods course with the instructional media course, the professors can make the peer lessons provide opportunity for the application of those media skills which are being developed during the course. The methods professor posts a chronological list of the media course objectives which remind him and the students what media skills they should have developed at any time during the course. The methods professor and students expect to see these skills demonstrated in each peer lesson. Skills expected include the media "operations" skills and the media "development" skills. |

## Phase III: Non-Teaching Skills

The secondary methods professors at Indiana State University generally agree that the foremost objectives of the methods course are those which revolve around instruction. The foremost role of the professor is to enable prospective teachers to lead students in the attainment of those concepts which are basic to understanding each lesson. However, these professors also realize that the teacher has many non-instructional responsibilities; some of which are indirectly essential to instruction. For example, learning to create good working relationships with students and among students is essential to the learning process.

Also, it is agreed here that much learning may and should take place in the classroom which extends outside of that which is contained within the lesson. Often these non-teaching tasks which every teacher does can result in very worthwhile educational gains.

| Program Objective | Experience |
|---|---|
| To enable the student to develop skills in the leading of discussions. | One hour per week is reserved for discussion of assigned readings in education. Students are grouped into pairs and each pair of students is responsible for leading the discussion of a pre-teacher assignment. His objectives include involvement of each student, leading the students in the identification of major issues in the reading, helping students express their attitudes and discussing the differences in these and the attitude of the writer. The discussion leader attempts to achieve the goals without stating his own position on the issues. |

| Program Objective | Experience |
|---|---|
| To enable each student to construct, administer, and grade a teacher-made test. | A 30-minute lecture on test construction is followed by a test question writing session. These questions are analyzed according to the principles presented in the preceding lecture. A homework assignment is made requiring each student to construct a ten question exam on the current reading assignment. During the following lesson, students take each other's exam and return them to their creator for grading. This provides opportunity for analyzing the questions and the grading procedures. |
| To enable each student to cope with attendance records. | Throughout the semester each student uses the local state forms to keep attendance reports on all members in the class. At the end of the course these records are examined, compared, and discussed by professors and students. Discrepancies reinforce the need for accurate procedures. |

## Phase IV: Non-Teaching Majors

As in most universities, the education program at Indiana State University prepares many students for non-teaching roles. Specific programs prepare teachers for special types of teaching such as the teaching of the educable mentally retarded (EMR). In either instance educators here believe that all school personnel need some understanding of the teacher's relationships with students and general classroom techniques, and therefore, these students are channeled into the general methods classes.

A fourth phase of the methods course is designed to provide experiences which are specifically meaningful to the non-teaching educator. Because some of these persons do not plan to teach at all and others plan to teach only the educable mentally retarded they are not required to peer teach. An option is provided whereby these students can work in non-teaching roles with adolescents. In any one semester the course would have students working in as many as fifteen organizations which use volunteer services. Two graduate assistants in special education are assigned to explore and discover new participating programs and to spell out

the responsibilities of the students to the organization and to the methods course.

In the fifteen to twenty participating organizations the types of working roles provided fall into two basic categories. Some of the associations need volunteers to provide adult images and friendship roles. The students who elect to participate in these associations are those who plan to work with young people, disabled people, and problem people. They include the EMR majors and speech and hearing majors, whose success depends on their ability to establish working relationships with adolescents. The associations with which they work include a Big Brother program, a Big Sister program (country-wide programs), and a community center rap room.

A second type of work involves tutoring students in academic disciplines. Organizations providing these experiences include a local juvenile center, a girls club, a volunteer tutors organization, and a city learning center.

The only program requirements placed on the participants are that they satisfy the requirements of the sponsoring organization and that they keep an on-going record of their meetings, describing their efforts and the effects of each. These options have been well received and any semester many students take advantage of the unique experiences they offer.

| Program Objective | Experience |
|---|---|
| To provide opportunity for the development of social skills working with adolescents. | Each option program is child centered or adolescent centered. The participating student is assigned to a younger person(s) and his success in the program depends on his development of good rapport with his client. To guarantee a bond between student and client, each participating students in any of the programs is required to meet with his new companion at least one hour every week. The activities include many social functions such as ballgames, movies, and luncheons. |

| Program Objective | Experience |
| --- | --- |
| To provide opportunity for the development of analytical skills. | To achieve objectives 2 and 3, each participant in the option program is required to analyze each weekly session throughout the term. He is required to keep an on-going written record of these meetings. He records what he does differently each session and how the adolescent reacts to each. |
| To establish a behavioral pattern of keeping accurate descriptive records. | |

## Summary

Although the pre-student teaching program at I.S.U. is making slight changes from day to day, it is possible to focus on the program from time to time for a quick analysis. In fact, constant observations are necessary to redirect various parts of the program. Such an analysis at the moment produces the following picture.

Of all the thrusts in this multi-phased program, the most important seems to be the peer teaching. This technique is successful in developing a positive and confident attitude toward teaching. A second indispensable thrust which is woven throughout the course so that its specific effects are difficult to measure is the personal manner in which the course is directed. The use of student names in all course activities contributes greatly to this collective pooling of energies to work toward common problems.

Uniquely, amidst all the personal approaches the course has retained a high degree of structure. During the first class meeting each student is presented a tentative calendar which accounts for the objectives and activities of every coming lesson. It is believed that this approach provides a sense of purposefulness and worthwhileness which keeps the student working to his capacity throughout the term. Care is taken to prevent the course from becoming over-structured. Chronological shifts are fequently made. These are readily accepted by the students.

In the future the program will continue operating as an experimental program. Each year new doctoral fellows join the teams, bringing new ideas and different types of expertise into the program. At this time the participating professors feel that new ways are being developed which permit the student to identify important teaching strategies. We agree that this alone justifies the time spent in constant planning and restructuring.